DOCUMENT RESUME

ED 163 260 08 CE 018 947

AUTHOR	Moshier, Kenneth
TITLE	Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-3: Guidance and Counseling.
INSTITUTION	California State Univ., Fresno.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
PUB DATE	78
NOTE	25p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
AVAILABLE FROM	Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Career Choice; *Career Development; *Core Curriculum; Higher Education; Learning Activities; Learning Modules; *Occupational Guidance; Performance Based Teacher Education; Student Placement; Student Recruitment; *Teacher Education Curriculum; Theories; *Vocational Counseling; *Vocational Education; Vocational Followup

ABSTRACT

This module on guidance and counseling is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) theories of career development and vocational choice; (2) strategies of career guidance; (3) student placement; (4) student follow-up; and (5) student recruitment. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163260

Common Core Curriculum
for Vocational Education

C-3

GUIDANCE AND COUNSELING

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Category C:

VOCATIONAL STUDENTS

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1978

CE018 947

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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This work was developed under a contract with the California State Department of Education under the provisions of Public Law 90-5-76, EPDA, Part F. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education and no official endorsement by the State Department of Education should be inferred.

TABLE OF CONTENTS

Module Objective. . . . . Page 1
Module Overview 1
Resource Materials for Completing the Activities in this Module . . 3
Lesson One: Theories of Career Development and Vocational Choice . 5
a. Objective 5
b. Overview. 5
c. Suggested Activities. 5
d. Suggested Resources 6
Lesson Two: Strategies of Career Guidance. 7
a. Objective 7
b. Overview. 7
c. Suggested Activities. 7
d. Suggested Resources 8
Lesson Three: Student Placement. 9
a. Objective 9
b. Overview. 9
c. Suggested Activities. 9
d. Suggested Resources 10
Lesson Four: Student Follow-Up 11
a. Objective 11
b. Overview. 11
c. Suggested Activities. 11
d. Suggested Resources 12
Lesson Five: Student Recruitment 13
a. Objective 13
b. Overview. 13
c. Suggested Activities. 13
d. Suggested Resources 14
Module Pre/Posttest 15
Answer Key. 18

GUIDANCE AND COUNSELING

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational education subjects will be able to analyze and summarize major elements of vocational guidance and counseling. Specifically the student preparing to be a vocational education teacher will be able to:

(1) Explain several theories of career development and vocational choice.

(2) Identify guidance and counseling strategies to facilitate learning and behavior change on the part of vocational students.

(3) Identify techniques and procedures involved in recruitment, placement, and follow-up of vocational education students.

Module Overview

In the booklet Organization and Operation of a Local Program of Vocational Education, published by U. S. Department of Health, Education and Welfare, 1968, a goal statement or purpose of a vocational education program is given:

> The fundamental purpose for conducting a program of vocational education is to enable those who enroll in it to enter and maintain themselves in useful, gainful employment. The results of the program are ultimately measured by the extent to which this is accomplished. This goal, however, goes considerably beyond the acquisition of technical competence for the first job. It includes the mastery of those skills--technical, social, adaptive, and conceptual--which will enable the individual to profit from on-the-job learning and to grow and mature as a worker. He must also be prepared to meet sucessfully the demands for change and renewal which future occupational developments will require.

> By satisfying such needs for the individual, the manpower resources of the nation are continually improved and a healthy economy is made possible for the benefit of all.

It is of great importance that the vocational education teacher perceive his task as that of education, and not as training only. This means a full awareness of his role as a contributor to the total education of the individual, not solely as a specialist concerned with training in technical skills. General educational development and attainment of technical vocational skills are both essential components of occupational success. Furthermore, it is clear that systematic preparation for sound vocational choice is a necessary foundation on which to erect any structure of vocational education. Therefore, effective guidance and counseling assume a place of major importance in every program.

The purpose of this module is to acquaint the student preparing to be a teacher of vocational education subjects with information pertaining to his role in guidance and counseling. The following lessons have been included in this module:

Lesson one: Theories of Career Development and Vocational Choice

Lesson Two: Strategies of Career Guidance

Lesson Three: Student Placement

Lesson Four: Student Follow-Up

Lesson Five: Student Recruitment

Resource Materials for Completing the Activities in this Module

Baltus, Rita K. Personal Psychology for Life and Work. New York: McGraw-Hill, 1976, 17-26.

Benedetto, Greco. How to Get the Job That's Right for You. Homewood, Illinois: Dow Jones-Irwin, 1975.

Brown, Duane. Students' Vocational Choices: A Review and Critique. New York: Houghton Mifflin, 1970.

California State Department of Education, Vocational Education Section. Model Program Statements for the 12 Functions of the California Vocational Education System. Sacramento: June, 1972.

California State Department of Education. California Industrial Arts Education. Sacramento: Bureau of Industrial Education, 1975, 8-48.

Chick, Joyce M. Innovations in the Use of Career Information. Boston: Houghton Mifflin, 1970.

Erdlen, John D. Job Hunting Guide. Boston: Herman Publishing Company, 1975.

Hansen, Lorraine S. Career Guidance Practices in School and Community. Washington, D. C.: Published by National Vocational Guidance Association, 1970.

Herr, Edwin L. Decision-Making and Vocational Development. Boston: Houghton-Mifflin, 1970.

Holland, John L. Making Vocational Choices: A Theory of Careers. New York: McGraw-Hill, 1976.

Hoppock, Robert. Occupational Information. New York: McGraw-Hill, 1967.

Lyon, Harold C., Jr. Learning to Feel - Feeling to Learn. Columbus, Ohio: Charles E. Merrill, 1971.

Mihalka, Joseph A. Youth and Work. Columbus, Ohio: Charles E. Merrill, 1974.

Reardon, Robert C. Facilitating Career Development, Springfield, Illinois: Charles C. Thomas, 1975.

Rettig, Jack L. Careers: Exploration and Decision. Englewood Cliffs, New Jersey: Prentice-Hall, 1974.

Robertson, Von H. Career Counseling: 1968 Yearbook - American Vocational Association. Chicago: American Technical Society, 1968.

Sinick, Daniel. Occupational Information and Guidance. Boston: Houghton-Mifflin, 1970.

Spiegler, Charles G., and William B. Reiner. What to do After High School. Chicago: Science Research Associates, 1971.

Wentling, Tim L., and Tom E. Lawson. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, Inc., 1975.

U. S. Department of Health, Education, and Welfare. Organization and Operation of a Local Program of Vocational Education, 1968. Washington, D. C.: Superintendent of Documents.

GUIDANCE AND COUNSELING

Lesson One: Theories of Career Development and Vocational Choice

Objective

Upon the satisfactory completion of this lesson, the student will be able to identify and compare prevalent theories of career development and vocational choice.

Overview

Because students are faced with the task of making vocational decisions, it is one of the responsibilities of the vocational teacher to provide guidance as students attempt to clarify their vocational choices.

Educators, psychologists, and sociologists have long been concerned about the process of vocational choice. The career guidance movement was founded in the early 1900's by a social worker, Frank Parsons. He was concerned that the industrial revolution would so complicate occupational choice that intelligent decisions could not be made without assistance. Since that time, many research studies have been conducted which have produced several theories about the process of career development and vocational choice.

The primary objective of career development theories are to explain vocational behavior and to suggest some practical ideas to help people select jobs, change jobs, and attain vocational satisfaction. To function effectively in designing career guidance interventions, the teachers of vocational students must examine their own assumptions regarding the nature of career development. Some typical questions to be answered are: What is the nature of the career choice process? When do people decide on careers? Just what is meant by a career decision? When should certain decisions be made?

Suggested Activities

(1) A summary of several major research efforts related to the theories of vocational choice and development is presented in Chapter 7 of Occupational Information, third edition, 1967. Write or present orally a summary of those theories that most nearly approximates your own belief about vocational choice and development. Prepare a list of some of the common areas of agreement in the different theories.

(2) Read Chapter 8 of Youth and Work, by Joseph A. Mihalka and prepare a written summary of the four major categories of career development theories.

(3) Read Chapter 3 in Careers: Exploration and Decision, 1974, and Chapter 2 in Personal Psychology for Life and Work, 1976. Present in writing or orally the importance of vocational choice in terms of Maslow's Hierarchy of basic motives or needs, as presented in Chapter 2 of Personal Psychology for Life and Work.

Suggested Resources

Baltus, Rita K. Personal Psychology for Life and Work. New York: McGraw-Hill Book Company, 1976.

Holland, John L. Making Vocational Choices: A Theory of Careers. New Jersey: Prentice-Hall, Inc., 1973.

Hoppock, Robert. Occupational Information. New York: McGraw-Hill Book Company, 1967.

Mihalka, Joseph A. Youth and Work. Ohio: Charles E. Merrill Publishing Company, 1974.

Reardon, Robert C. Facilitating Career Development. Illinois: Charles C. Thomas Publisher, 1975.

Rettig, Jack L. Careers: Exploration and Decision. New Jersey: Prentice-Hall, Inc., 1974.

Robertson, Von H. Career Counseling: 1968 Yearbook - American Vocational Association. Chicago: American Technical Society, 1968.

Upon successful completion of assigned activities, proceed to Lesson 2.

GUIDANCE AND COUNSELING

Lesson Two: Strategies of Career Guidance

Objective

Upon the satisfactory completion of this lesson, the student will be able to employ strategies, to state in writing or present orally those strategies and approaches that can be used most appropriately in career guidance.

Overview

In spite of programs and suggestions to improve and facilitate the transition of youth from school to work, the high unemployment rate for this group still persist. Frequently, employers complain that youth are inadequately prepared for work, not only because of lack of skills but because of improper attitude and work behavior.

Vocational preparation should be more than the acquisition of salable skills. It must also include the development of job-readiness which is a composite of attitudes, values, work habits, and social skills. It is the purpose of this lesson to help the student preparing to be a vocational teacher understand that his role extends beyond just helping a student develop salable skills. Specifically, procedures and techniques which can be used by the teacher to facilitate learning and behavior change on the part of the vocational student will be examined.

Suggested Activities

(1) Based on your review and reading of suggested resources, be prepared to write, or discuss with your instructor, the rationale for two career guidance approaches. Prepare a brief outline showing how this approach can be used with a vocational student.

(2) Read Chapter 5 of Career Counseling by Robertson and list several roles of the teacher in career guidance.

(3) Interview a work experience student and be prepared to discuss the merits of this type of program in facilitating vocational choice, and proper work attitudes and behavior.

Suggested Resources

Hansen, Lorraine S. Career Guidance Practices in School and Community. Washington: Published by National Vocational Guidance Association, 1970.

Mihalka, Joseph A. Youth and Work. Ohio: Charles E. Merrill Publishing Company, 1974.

Robertson, Von H. Career Counseling: 1968 Yearbook - American Vocational Association. Chicago: American Technical Society, 1968, pp. 47-59.

Upon successful completion of assigned activities, proceed to Lesson 3.

GUIDANCE AND COUNSELING

Lesson Three: Student Placement

Objective

Upon the satisfactory completion of this lesson, the student will be able to state in writing or present orally some of the major techniques and skills that a vocational education student should possess for obtaining and holding a job.

Overview

The central thrust of vocational education is to provide an environment in which students can effectively develop salable skills. Even after a student has developed salable skills, however, he or she is still confronted with the frustrating task of job hunting.

Several studies have shown that only 15 to 20 percent of persons seeking employment obtain their jobs through a placement service. Even for those who work through a placement service, the actual attainment of employment depends on using a set of skills in presenting oneself to a prospective employer. An important function, then, of a placement program is to initiate training in proper job-hunting techniques.

It is the purpose of this lesson to help the student preparing to be a vocational teacher to become knowledgeable about techniques and skills for obtaining and holding a job.

Suggested Activities

(1) Read Chapter 7 in Youth and Work by Joseph A. Mihalka and be prepared to present an oral or written summary of the various factors involved in job hunting.

(2) Reveiw pages 1 through 44 of the book Job Hunting Guide and the booklet What To Do After High School, fill out a job application and prepare a personal resume.

(3) Refer to the Job-Hunting Course Outline in the appendix of the book Youth and Work and be prepared to discuss the items that you feel would be important as a means of developing job-hunting skills with students in your specialty area. Identify other items that should be included in a course outline of this type.

(4) Plan a simulation or role-playing activity to teach techniques or skills necessary in obtaining a job.

(5) Video tape student in a role-playing situation of all phases of interviewing for a job. Provide opportunity for critique of video tapes.

Suggested Resources

Benedetto, Greco. How to Get the Job That's Right for You. Dow Jones - Irwin, Inc., 1975.

Erdlen, John D. Job Hunting Guide. Boston: Herman Publishing Company, 1975.

Mihalka, Joseph A. Youth and Work. Ohio: Charles E. Merrill Publishing Company, 1974.

Rettig, Jack L., Careers: Exploration and Decision. New Jersey: Prentice-Hall, Inc., 1974.

Spiegler, Charles G., and Reiner, William B. What to do After High School. Illinois: Science Research Associates, Inc., 1971.

Upon successful completion of assigned activities, proceed to Lesson 2.

GUIDANCE AND COUNSELING

Lesson Four: Student Follow-Up

Objective

The student preparing to become a teacher of vocational students will be able to state in writing or present orally some major elements of a follow-up study and demonstrate some strategies for conducting a follow-up study.

Overview

Vocational education serves a wide variety of students, including men and women, youth and adults, the employed and the unemployed. It serves those who are preparing for their first job, those who seek to improve themselves after employment and those who need retraining.

Occupations vary widely in the kinds of abilities, aptitudes, and interest which they demand of those who pursue them. Good vocational guidance helps the student to understand this fact and, at the same time, realistically to assess his own strengths and limitations.

Many high school and college students have only vague and limited knowledge of the employment opportunities which they may expect to find when they are ready to look for a job. As a result, their plans are often unrealistic and restricted to the few occupations with which they are familiar. The major purpose of a follow-up study is to give students a more realistic picture of their future by helping them to learn from the experience of those who have preceded them.

Suggested Activities

(1) Read Chapter 13 in the book Occupational Information, and Chapter 4 in Evaluating Occupational Education and Training Programs. On the basis of your reading prepare a list of ways that a follow-up study will be of value to a vocational education program. From the list identify those items that have specific implication for student guidance activities.

(2) Develop a follow-up instrument appropriate to your area of specialization.

(3) Video tape and critically analyze a simulated presentation of a follow-up interview.

Suggested Resources

Hoppock, Robert. Occupational Information. New York: McGraw-Hill Book Company, 1967.

Wentlin, Tim L., and Lawson, Tom E. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, Inc., 1975.

Upon successful completion of assigned activities, proceed to Lesson 5.

GUIDANCE AND COUNSELING

Lesson Five: Student Recruitment

Objective

Upon the satisfactory completion of this lesson, the student will be able to: (1) present in writing or orally the rationale for a student recruitment program; (2) identify some major elements involved in student recruitment; and (3) prepare an outline of a strategy for recruitment of students.

Overview

The 1963 Vocational Education Act centers upon people in need of vocational education rather than upon areas of occupational life. It states that among those to be served are persons attending high school, persons who have completed high school, persons already at work, and persons who have academic, socio-economic or other handicaps which prevent them from succeeding in regular programs of vocational education.

For too long vocational education has been seen as having validity only for a highly restricted sample of the total student population. Operationally, it has been seen as a second class alternative for those with low verbal skills or for those with technical interests. As a result, many students who desperately need what vocational education and vocational experiences can offer have been prevented from entering this area. Students have been arbitrarily separated into supposedly homogeneous categories of college-bound and non-college-cound, the experiences for each group being seen as mutually exclusive.

The main purpose of student recruitment is to identify those who need vocational education and encouraging those so identified to enroll in a program of instruction. The important point to keep in mind regarding student recruitment is the need to have a truly good program designed to meet this criteria; then the student recruitment process will be largely self-perpetuating.

Suggested Activities

(1) In the documents listed below information is presented about the purpose of vocational education, and the process of student recruitment. Refer to these documents and other resource materials and:

   a. Develop a rationale for a student recruitment program.

   b. Develop a list of different techniques that can be used to recruit students.

c. Develop a specific strategy for student recruitment in your area of specialization.

d. Interact with peers or the class regarding your rationale and strategies for student recruitment.

(2) Prepare a list of questions about student recruitment procedures and interview a vocational teacher, or the director of a vocational program to determine procedures used to recruit students.

Suggested Resources

California Bureau of Industrial Education. California Industrial Arts Education, 1975, pp. 8-48.

California State Department of Education, Vocational Education Section. Model Program Statements for the 12 Functions of the California Vocational Education System, June 1972, pp. 12 and 13.

U. S. Department of Health, Education and Welfare. Organization and Operation of a Local Program of Vocational Education, 1968, pp. 16-20 and 62-66.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

GUIDANCE AND COUNSELING

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of guidance and counseling. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

---

1. List four areas of agreement among counselors regarding vocational choice and development.

   a.

   b.

   c.

   d.

2. Some writers have placed the various theories of vocational choice and development into four major categories. List the four major categories.

   a.

   b.

   c.

   d.

3. Explain the importance of appropriate vocational choice in terms of Maslow's Hierarchy of Needs.

Pre/Posttest (continued)

4. Explain "Simulation Gaming" and its implication as a career guidance method.

5. The vocational education teacher will be involved in several different activities in guidance and counseling. Identify four of these activities.

   a.

   b.

   c.

   d.

6. There are some specific procedures involved in job hunting; list six of these procedures.

   a.

   b.

   c.

   d.

   e.

   f.

7. Prepare a list of typical items to be included in a resume.

   a.

   b.

   c.

   d.

   e.

Pre/Posttest (continued)

8. Describe the major value of a follow-up in terms of guidance and counseling.

9. What should be the central purpose and concern as one recruits students for a particular vocational education course?

Return this test to your instructor.

GUIDANCE AND COUNSELING

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1)
   a. Occupations and people differ
   b. The choice of an occupation may help or hinder success and satisfaction.
   c. Choices are affected by needs and should be affected also by abilities and by employment opportunities
   d. Many persons make several different choices before committing themselves to any one choice
   e. Choices may continue to change throughout the working lifetime of the individual
   f. A counselor may sometimes help a person to make better choices than he would make without help

2. (L1)
   a. Trait-Factor
   b. Sociological
   c. Self-Concept
   d. Personality-in-Career

3. (L1) Answers will vary. Some activities are more rewarding than others in helping us meet our needs. If one makes a poor occupational choice, he/she may have to perform tasks that really are not satisfying. As an end result, one's life will be less rewarding than it might have been had an appropriate choice been made.

4. (L2) Social interaction games which enable the learner to understand better the nature of the interaction between himself and the environment in which he lives, and thereby aid him in making a career choice.

5. (L2)
   a. Collecting information about students
   b. Assimulating and making available vocational information to students
   c. Counseling and making appropriate student referrals
   d. Providing placement service activities
   e. Structuring student follow-up activities

Pre/Posttest Answer Key (continued)

6. (L3)
a. Acquiring knowledge of job market and sources of jobs
b. Matching abilities to job opportunities: self-assessment
c. Making an appointment for an interview
d. Dressing and grooming appropriately
e. Preparing a resume and cover letter
f. Following through after interview

7. (L3)
a. Personal information
b. Career objective (possibly)
c. Education
d. Work experience
e. Military experience
f. References
g. Publications and patents
h. Outside activities

8. (L4) The major purpose of a follow-up study is to give t[illegible] students in a program or planning to enter a given vocational program a more realistic picture of their future by helping them learn what has happened from experiences of those who have preceded them.

9. (L5) Answers will vary with individuals. The central purpose of student recruitment is to identify those who need vocational education.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education